

Strengthening Student Assessment Skills Through School–Community Collaboration

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ABSTRACT

Assessment is a crucial step in planning and developing an effective guidance and counseling program. It plays a vital role in formulating appropriate goals, targets, and methods that align with the actual needs of the counselees. Without accurate assessment, a guidance and counseling program may lose direction and fail to meet its objectives effectively. The objective of this community service activity (PKM) is to assist guidance and counseling teachers in identifying students' problems and to develop students' skills in using assessment tools. The implementation of the PKM activity was carried out through several stages, including preparation, implementation, mentoring, and evaluation. To achieve the goals of the PKM, several methods were applied, namely lectures and class discussions, group discussions, and question-and-answer sessions. The results of the PKM activity revealed that there are several issues among students that need to be addressed by guidance and counseling teachers. These include personal problems, which constitute the largest proportion at 42.6%, followed by learning-related issues at 34%, social issues at 12.7%, and career-related problems at 10.7%. The latter suggests that many students experience confusion or lack adequate information regarding their educational and career choices.

Keywords: *assessment, career guidance, community service, counseling program, student problems*

INTRODUCTION

Education is essentially a conscious effort to enhance an individual's personality and potential throughout their life, taking into account their interests, talents, and abilities. Student-centered education allows learners to actively participate in the learning process, with teachers facilitating engagement and motivation (Mahaly & Rumahlewang, 2022). In this context, the role of assessment becomes highly significant, as it is not merely a tool for measuring learning outcomes but also a means to understand students' needs, potentials, and development. A well-designed assessment enables teachers to tailor instructional methods and support the development of students' interests, talents, and abilities. Therefore, assessment serves not only as an evaluation instrument but also as a vehicle for creating more engaging, relevant, and personalized learning experiences, ultimately improving the overall quality of education.

As mentioned earlier, assessment goes beyond outcome measurement; it provides valuable information to understand students' needs and potential. For a guidance and counseling (BK) teacher, assessment offers a strong foundation for designing counseling services that are aligned with students' needs and goals. According to Berdie, if a BK teacher wants to conduct guidance activities or work effectively with counselees, they must understand everything about them. The more information they possess, the better they can work with the counselee. Thus, before providing services, BK teachers must carry out assessments to recognize and understand their students. This initial step forms the foundation for developing school counseling programs (Supriatna, 2011).

Referring to Berdie's perspective, it is essential to have an in-depth understanding of counselees before a BK teacher can provide effective guidance. Gathering information about counselees is crucial for identifying their needs and circumstances, which in turn allows counselors to offer appropriate and effective services. One of the primary activities undertaken in this process is assessment, which aims to identify personal, academic, social, and emotional aspects of students. With this understanding, BK teachers can design more targeted guidance programs and assist students in achieving their goals. Assessment also provides a basis for developing more specific and well-planned guidance and counseling programs. For example, by identifying students' challenges, BK teachers can create appropriate interventions, whether through individual guidance, group sessions, or other programs suited to the students' specific needs.

Gibson & Mitchell emphasized that assessment is a critical step in planning goals, objectives, and strategies that align with the real needs of counselees. Assessment is a fundamental activity for the development of accountable programs (Imawanty & Fransiska, 2019). In other words, assessment is an essential process in the planning and development of effective guidance and counseling programs. It helps formulate appropriate goals and strategies based on the actual needs of the students. Without accurate assessment, such programs may lack direction and fail to effectively address student needs.

According to Sudibyo, in guidance and counseling, counselors must first identify the needs of students and their school environment before delivering services. Tools such as the Developmental Task Inventory (ITP), Problem Disclosure Tools (AUM), Problem Checklist (DCM), Student Needs Analysis (AKPD), Sociometry, or Interest and Aptitude Tests can be used to gather this information. Questionnaires, interviews, and observations are also useful techniques. Additionally, understanding the school environment—including support from parents, teachers, school principals, and other authorities—is essential. The analysis and planning of guidance and counseling programs must be based on a thorough understanding of these needs (Arjanto, 2015; Mahaly, 2021b; Permadin & Herdi, 2021).

In addition to instruments, counselors can use interviews, observations, and questionnaires to gain deeper insights. Utilizing a variety of tools and techniques allows counselors to gain a holistic view of students' needs in terms of personal, social, and academic development. Equally important are the needs of the school environment, including the support of parents, teachers, school leaders, and other stakeholders. These individuals play a vital role in creating a supportive environment for counseling services. Parental and teacher support, for example, is crucial in guiding students, recognizing their developmental stages, and detecting issues that may not be visible at school. Through thorough needs analysis, counselors can design programs that are more aligned with the real needs of students and their environment. Such programs can focus on students' personal, social, academic, and career development while fostering a climate conducive to growth. Overall, needs analysis is the foundation for effective, context-sensitive program planning, ensuring that guidance and counseling services have a clear purpose and make a positive impact.

Suryapranata notes that a BK teacher or counselor must go through two stages in developing a counseling program: the preparation stage and the design stage (Annisa Fitria Nasution, 2021). In the preparation stage, counselors gather relevant information about student needs and the school environment through assessment, observation, interviews, and consultation with parents, teachers, or other relevant parties. This includes analyzing personal, social, academic, and career-related problems faced by students. The preparation stage also involves understanding program goals and identifying the necessary resources such as time, space, and tools. In the design stage, the counselor creates a guidance and counseling program based on assessment results and needs analysis. Specific program objectives and measurable targets are developed to help students address their issues. Methods and intervention techniques—such as individual counseling, group sessions, or self-development programs—are also planned. During this stage, it is essential that the program be structured, flexible, and tailored to student needs. Finally, evaluation and follow-up planning are conducted to measure program effectiveness and determine areas for improvement.

By systematically following these stages, BK teachers and counselors can develop effective guidance and counseling programs that not only address student issues but also help them develop their full potential to achieve academic and personal success. In other words, the role of BK teachers is essential in schools to help students understand and develop their abilities (Mahaly, 2021a). BK

teachers act as mentors who assist students in identifying their potential in academic, personal, social, and career domains. Through counseling services, BK teachers provide support that enables students to explore their strengths and talents while helping them overcome challenges that may hinder their growth. Furthermore, guidance services rooted in developmental psychology provide students with insights into their current life stages and the right strategies to manage emotions, social relationships, and academic achievements. BK teachers also serve as facilitators of student self-development by offering skills in social interaction, learning motivation, and career planning—valuable tools for their future. In sum, the role of BK teachers in schools goes beyond problem-solving; it involves cultivating students' potential so that they can achieve their academic and personal goals more optimally.

METHOD

The Community Service Implementation Method, carried out through collaboration between university students and the school, followed a structured sequence of stages: preparation, implementation, mentoring, and evaluation. During the preparation stage, two main activities were conducted. First, a needs analysis was carried out through initial engagement with the school and the community of Negeri Hualoy to identify existing challenges and areas requiring support. Second, a team was formed based on specific areas of expertise, ensuring that each member could effectively contribute to addressing the identified issues. This structured approach laid the foundation for a well-coordinated and contextually relevant community service program.

Table 1. PKM Team and Assigned Topics

No	Name	Role	Topic	Time Allocation (Hours)
1	Dr. Diana Lating, M.Si.	Chair	Identifying Student Problems	2
2	Sawal Mahaly, M.Pd.	Member 1	Student Needs Analysis	2
3	Jumali, M.Pd.	Member 2	Identification of Career Fields	2
4	Indah Hasni Pattimura	Member 3	Use of the Student Needs Assessment Instrument (AKPD)	-

The implementation stage of the community service activities involved several structured steps. It began with self-awareness, where participants received introductory materials from the speakers and were then asked to complete the Student Needs Assessment Instrument (AKPD). This was followed by concept exploration, which provided participants with detailed explanations about student issues, their needs, career field identification, and the proper use of the AKPD tool. In the collaborative space session, participants had the opportunity to engage with the speakers through questions and discussions to deepen their understanding. The session concluded with a guided reflection, during which the community service team facilitated participants in reflecting on the knowledge and insights they had gained. To support the application of this knowledge, a mentoring stage was conducted, in which university students guided school participants in completing the AKPD.





Figure 1. Community Service Activity Team

The evaluation phase was implemented to measure the effectiveness of the program through process, final, and follow-up evaluations, aimed at assessing outcomes and tracking progress. Several instructional methods were utilized to ensure the program's success, including the lecture method for material delivery, the discussion method to stimulate critical thinking, and the question-and-answer method, which allowed participants to clarify and deepen their understanding through interactive dialogue. Lastly, the sustainability plan of the program reflects the initiative's long-term value, as it served as a positive starting point for students to recognize and address both individual and group problems. Through this experience, students gained a deeper understanding of their interests and potential, laying a strong foundation for more structured and confident career planning in the future.

RESULTS AND DISCUSSION

The results of the community service program also demonstrated a significant impact in this context. Through community service activities, students not only gained valuable practical experience but also broadened their understanding of various professions and societal needs. This experience provided them with the opportunity to apply their knowledge and skills in real-life situations, which in turn enhanced their understanding of career options that align with their talents and interests. Additionally, community service nurtured a sense of empathy and social responsibility—qualities that are essential in the professional world. Thus, this activity and the broader community service initiatives complemented each other in equipping students with a more holistic understanding and well-structured career planning. The recap of students' preferred career fields can be explained in the following table.

This Community Service Program (PKM) aimed to optimize students' assessment skills through collaborative involvement with the school and community in Negeri Hualoy. Assessment knowledge and skills are critical for students preparing to enter the field of education. Through collaboration with local schools and communities, university students gained direct experience in applying effective assessment methods within real and contextually relevant educational environments. Moreover, school students enthusiastically participated in the PKM activities. Based on the results of the Student Needs Assessment (AKPD), the following issues were identified:

Based on the data collected, 42.6% of students faced challenges in the personal domain, including issues such as mental health, stress, anxiety, and family relationship dynamics. These personal problems may affect students' emotional and psychological development and interfere with their learning process. In this regard, school counselors (BK teachers) play a vital role by providing individual counseling focused on stress and anxiety management, as well as improving students' interpersonal relationships. Mental health programs, such as emotional regulation and relaxation techniques, also need to be designed to support students facing these challenges.

Table 2. Student Needs Distribution

No	Area of Service	Percentage
1	Personal	42.6%
2	Social	12.7%
3	Academic	34.0%
4	Career	10.7%

A total of 12.7% of students experienced social problems, such as difficulties in interacting with peers or adjusting to social environments. This indicates that some students may struggle to adapt to their social surroundings both inside and outside school. BK teachers can develop programs that focus on social skills development and conflict resolution, and conduct group activities to strengthen peer relationships. In addition, sociometric techniques can be used to map students' social dynamics and provide targeted interventions. Academic issues were encountered by 34% of students, highlighting challenges in understanding learning materials, low motivation, and time management difficulties. Students facing these challenges require support in effective learning strategies and motivation enhancement. BK teachers can provide academic counseling, help students identify their learning styles, and design programs that improve time management and learning motivation skills.

Meanwhile, 10.7% of students faced career-related issues, which involved confusion or lack of information regarding career and further education choices. In this case, BK teachers should provide career counseling that includes interest and aptitude tests to help students understand their potential and choose appropriate career paths. Career planning sessions can also be organized to help students explore educational options after graduation and receive clear guidance on the steps needed to reach their career goals. Overall, the role of BK teachers in identifying and addressing students' personal, social, academic, and career problems is essential in supporting their holistic development. An integrated guidance program tailored to student needs can assist them in overcoming challenges and achieving their full potential.

CONCLUSION

The data analysis indicates that the problems faced by students are diverse, encompassing personal, social, academic, and career-related aspects—each of which has a significant impact on their development. Personal issues were the most prevalent, affecting 42.6% of students, highlighting the critical need for support in mental health and interpersonal relationship management. Social problems, experienced by 12.7% of students, indicate difficulties in adapting to peers or social environments, which can affect students' emotional well-being. Academic problems, encountered by 34% of students, reflect challenges in understanding learning materials, maintaining motivation, and managing time—areas that require focused attention on developing learning strategies and academic motivation. Meanwhile, career-related issues, reported by 10.7% of students, reveal confusion or a lack of information about future educational and career options. These findings underscore the crucial role of school counselors (BK teachers) in designing holistic and personalized guidance programs that include targeted interventions to support students in each of these domains. BK teachers must conduct thorough assessments to understand students' needs and then develop appropriate guidance strategies, including individual counseling, social development programs, academic support, and career planning. With the right approach, BK teachers can help students overcome their challenges and optimize their personal and academic growth.

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